CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher explore the theories that are relevant to this study. It presents a theoretical overview related to the research topic and provides an overview of previous studies.

A. Speaking Skill

In this part, the researcher discusses the definition of speaking, the function of speaking, types of speaking, and transactional speaking.

1. Definition of Speaking

Talking about communication cannot be separated from the ability to speak. Because speaking is the key to communicating. Speaking is one of the productive skills that can be learned in English. According to Brown (2004), speaking is a productive skill that can be directly and empirically observed. This means that speaking helps our listeners understand our expressions. Speaking is also an interactive process of making meaning that involves the exchange of information between individuals, which includes creating, receiving and processing it.

Speaking is one of the important skills to be developed by all individuals, especially for students. One of the things that makes this skill important is because of its function as oral communication. According to Palmer (2014), the most of our communication is verbal. It is expected that most of our students would be required to speak in front of large audiences, classmates and future colleagues as well as customers, team members, employees, and many more. Speaking has become a part of human daily life. Speaking also conveys language through verbal expression.

According to Pollard (2008), speaking is one of the most difficult aspect for students to master. The key to speaking effectively is linguistic proficiency, which includes good pronunciation, grammatical skills and vocabulary acquisition. In other words, people can control what they want to say. They can speak slowly or quickly depending on the type of response they receive. In other variations, some people use gestures such as hand gestures and eye contact. It aims to help the audience in understanding the information conveyed.

Based on explanation, speaking ability is a person's capability to convey ideas, feelings, or something that is on their mind to others. The ability to speak is significant to learn especially for English learners to interact with each other. When someone masters speaking, they don't have trouble in conveying their ideas. This ability can be learned every day such as by making conversations between friends, giving a speech to the class, or imitating dialogue in film. Learn speaking skills has a goal of making students able to use English in communication.

2. Speaking Function

Speaking serves multiple functions or aims. This is because it involves the exchange of information between individuals. As stated by Richards (2009), Brown and Yule differentiate between interactional functions of speaking and transactional functions. On the other hand, Richards added another function to the speaking skill, known as "talk as performance," which was developed based on Brown and Yule's framework.

a. Talk as interaction

This pertains to the commonly understood concept of "conversation" and characterizes interactions that primarily serve a social purpose. The emphasis is

placed more on the individuals involved in the conversation and how they intend to portray themselves to one another, rather than on the content of the message being exchanged. These interactions can range from casual to formal, depending on the context, and their characteristics have been thoroughly explained by Brown and Yule.

b. Talk as transaction

This type of communication refers to situations where the emphasis is on what is being said or done. The main focus here is on delivering a clear and accurate message, rather than the participants and their social interaction. Burns distinguishes between two different types of transactional communication. One type involves situations where the primary focus is on giving and receiving information, and the participants primarily concentrate on what is being said or achieved (e.g., asking for directions). Accuracy may not be the top priority as long as the information is effectively communicated or understood.

c. Talk as performance

This type refers to public speaking, where information is conveyed to an audience through activities like morning talks, public announcements, and speeches. In this form of communication, known as talk as performance, the speaker typically engages in a monologue rather than a dialogue, often adhering to a recognizable structure (such as a welcome speech), and employs language that is closer to written language than conversational language. Additionally, talk as performance is often assessed based on its effectiveness or

impact on the listener, which is not typically the case with interactive or transactional communication.

3. Types of Speaking

There are different types of speaking skills that can be implemented for learning. According to Brown (2004), speaking skills are divided into five types. The first type is imitative speech. Imitative speech focuses on specific elements of speech form. The second type is intensive speaking. Intensive speaking to practice the phonological or grammatical aspects of the language. The third type is responsive speaking. In Responsive Speaking, the student responds to what the teacher says (for authentic), and at a limited level, uses standard greetings and small talk, simple requests, and comments. The fourth type is interactive speaking. There were two types of interaction, transactional language that aims to exchange specific information and interpersonal exchange focused on maintaining social relationships.

1. Transactional Speaking

Transactional speaking is part of the type of interactive speaking. Interactive speaking is divided into two forms, namely transactional and interpersonal speaking. The difference between the two forms is in their function. According to Brown (2004), the purpose of transactional is exchanging specific information. While, the purpose of interactional is maintaining social relationship.

According to Richards (2009), transactional speaking refers to situations that focus on what is said or done. The message's interpretation and proper understanding are the key issues. Furthermore, Richards (2009) individuals who participate in transactional discourse must possess specific proficiencies to engage

in transactional activities. The skills of participants can be categorized into various categories, such as explaining their needs or intentions, discussing something, asking questions, seeking clarification, and verifying information.

B. Teaching Speaking

Teaching in the simple sense of providing information or material to students. Teaching and learning is an activity in conveying knowledge, messages, or skills possessed by the teacher to students. According to Ambrose et al., (2010) teaching is a complex activity, and yet most of us have not received formal training in pedagogy. Even though teaching is a complex activity, it still needs to be done. Through learning activities, we can help others in doing particular things. In helping students learn certain things related to their speaking skills, the teacher must participate in guiding students in learning speaking skills.

In the context of teaching speaking, it means that the teacher conveys the functions, components, and types of speaking skills to students. According to Nunan in Kayi (2010), teaching speaking means the teacher teaches the listener to: (1) produce the sounds and patterns of English speech, (2) use words and phrases, stress and rhythm of the second language, (3) choose appropriate words and phrases based on the appropriate social context, audience, situation, and topic, (4) arrange their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing one's values and judgments, (6) use language quickly, accurately, and confidently with a few unnatural pauses, which is called fluency.

In addition, the teacher also helps and facilitates students in improving their speaking skills. Teachers can foster a desire among students to develop their speaking skills during the teaching and learning phases to assist in attaining their objectives.

C. Teaching Speaking at Junior High School

According to Harmer (2001), the age is major factor in making decisions about how and what to teach. Learners are often described as young learners, teenagers and adults. Young learners, specifically those aged 9 to 10, are commonly referred to as students. In adolescents, students are usually between the ages of 12-15. The typical age range for adults is between 16 and 20 years old. People of different ages have different needs, competences and cognitive skills. Various individuals have different needs, abilities and cognitive capabilities. Teachers must know what strategies and methods to use in teaching. From the explanation above, junior high schools are included in the category of adolescents. The adolescent learners generally are looking for their identity. Learners prioritize recognition from their peers rather than paying attention to the teacher (Harmer, 2001). It was a challenge for teachers to find out students' backgrounds, relationships, and problems.

In teaching speaking skills, there are several principles that must be learned by the teacher. Bailey in his book (2004), stated that there are five principles in teaching speaking. First, recognize the dissimilarity between learning a second and foreign language contexts. Secondly, provide opportunities for students to practice with fluency and accuracy. Third, Enable students to talk by participating in group or pair activities and limiting teacher communication. Fourth, plan speaking task that involve negotiation for meaning. Fifth, design classroom activities with instruction and practice using transactional and interactive language. This principle at least makes it easier for teachers to teach speaking.

D. Problems in Teaching Speaking

Speaking is one of the skills that bring many problems for foreign language learners. Foreign language learners have great difficulty in learning speaking skills. The problem that is often faced by students when learning speaking skills is a lack of vocabulary. Damanik (2018), stated students to have difficulty using vocabulary when speaking English, including choosing the correct word, arranging words in sentences and limiting vocabulary. Those problems are common problems that are commonly experienced by foreign language learners.

In addition, teachers usually experience problems when teaching regarding student behavior. Harmer (2001), mentions some behavior problems during teaching and learning activities, namely interrupted conversations, inaudible answers, sleeping in class, being late and not coming to class, not doing homework, cheating on exams, and refusing to speak in the target language. In dealing with student behavior, teachers must understand the methods and approaches in learning. Teachers also have to find ways to reduce student behavior problems. One way that can be an alternative is to provide a learning stimulus. Giving a stimulus can make students interested and enthusiastic.

E. Reward and Punishment

In behavioral psychology, reinforcement is the result of reinforcing an organism's future behavior when it is preceded by a particular stimulus. This reinforcing effect can be measured as a higher frequency of behavior. According to Santrock (2011), in positive reinforcement, the frequency of responses increases as the rewarding stimulus continues. Negative reinforcement removes hostility (unpleasant) stimuli, thus increasing the frequency of responses. Based on the explanation above, reinforcement is

divided into two types. Positive reinforcement is in the form of gifts, while negative reinforcement is in the form of punishment.

1. **Definition of Reward and Punishment**

Reward and punishment appear because the term put forward by Thorndike is reinforcement which was later developed into operant conditioning. Operant conditioning involves the use of reinforcement measures, either positive or negative, that can result in behavior that is subject to repetition or fading. Operant conditioning is theory was developed by B.F Skinner. Skinner argued that every action taken has consequences. Kimble in Hergenhan & Olson (2008), interpreted learning as a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice. Stimulus-response psychology can provide a stimulus or response to a person's behavior.

In the world of education, there are several interpretations of the definition of reward and punishment. Rewards are a means of stimulating students' interest and motivation to learn and succeed. While, punishments in education are the response against a lack of discipline (Sidin, 2021). The reward or punishment referred to in this study is an educational tool or effort to improve student behavior and character based on student's behavior.

Furthermore, Muliawan (2016) divides reward and punishment into two models. Namely the pure reward and punishment model and the mixed reward and punishment model. The pure reward and punishment model in practice only gives students' two choices. Choose to be active and get prizes or otherwise choose passive to get punishment. While in the mixed model, students' get other alternatives. They can choose to be not active and not passive. The significance is

that students remain to be actively participating in the learning process and interacting with learning models in the classroom. But also inactively answering questions given by the teacher. In short, for the second model, students who are not active will not be punished otherwise. In this research, researcher choose the pure reward and punishment model. It also to make students more actively participate in learning. And at the same time make that learning look attractive.

2. **Kinds of Reward and Punishment**

Reward as one of the learning methods has several forms, namely material and non-material. Material form in the form of items that are fun and useful for students, such as giving pencils, notebooks, and giving score. The concept of rewards as a learning tool has multiple dimensions, material and non-material. Material forms in the form of fun and useful objects for students such as giving away pencils, notebooks and giving grades. While the non-material form such as words of encouragement (praise), congratulations on achievements, applause, and reasonable responses from students (Purwanto, 2017). The numbers given are the points or scores resulting from the student's learning activity. In other hand, Susi (2013) in her thesis stated that there are many types of rewards given to students, but basically they can be divided into four types:

a. Praise

Praise can take the form of words such as good and excellent. But they are also suggestive words. For example, well next time it will be better, now you have been more diligent in learning. Praise can also take the form of cues and gestures such as thumb pointing, shoulder tapping, and clapping.

b. Privileges

This reward may take the form of a privilege given to the student for his or her performance, announced in front of both classmates and school friends and shown to friends. Other rewards come in the form of opportunities. Other rewards come in the form of opportunities. An example is a student who successfully solved a problem that was difficult to write on the blackboard.

c. Gift

The gift here is in the form of giving an item. A material gift includes school supplies such as pens, pencils, rulers, exercise books, novels, and textbooks. While in the form of food, such as chocolates, sweets, and snacks.

d. Sign of appreciation

Giving awards or appreciation is not measured in terms of price or terms of profit. On the other hand, giving a sign of appreciation is measured by the impression and memory value of the gift. Therefore, giving this sign of appreciation is also known as a symbolic award, such as letters of appreciation, certificates, and trophies.

Sardiman (2018) argues, that punishment is given in return for students who behaving poorly and complying with the rules that have been implemented. The punishment was provide that contains a deterrent, educate and encourage students to be disciplined when they violate current rules.

a. Preventive punishment

The method of punishment appears when there is order. It is necessary for students to comply with orders and prevent unwanted behavior. The concept of

preventive punishment aims to discourage offending behavior. Examples of preventive punishments include subtle reprimands, warnings and giving advice.

b. Repressive punishment

Repressive punishment is given as an effort to pressure students not to behave negatively during learning. But as much as possible the form of punishment given does not provide a psychological burden on students. Examples of repressive punishments include asking questions, making sentences, assignments, and memorizing vocabulary.

Based on the description of the types of rewards and punishments above. The researcher chose to implement rewards in the form of praise and gift. It aims to resolve the weakness of this method. The punishment used is in the form of preventive and repressive punishment. The researcher pointed to the students and asked questions. The researcher provided punishment if there were students who had behavioral problems.

3. The Purpose of Reward and Punishment

The purpose of implementing the reward and punishment is to educate students to have a passion for learning and feel happy. So that they get rewards and also have the motivation to learn so as not to be punished. The result has an impact on students' learning outcomes. According to Wahyudin (2003), there are several objectives of reward and punishment, namely:

a. Rewards serve as guides and reinforcement for positive responses and correct behavior, while punishment or sanctions towards weaken or eliminate specific responses or behaviors of children who are considered deviant.

b. Giving rewards and punishments must be implemented in a balanced and proportionate.

c. Rewards are given situational, so as not to turn into gratification or bribe.

d. Giving sanctions and rewards must be through the clarity of the problem so as can obtain deep trust.

e. Giving rewards is prioritized over implementing sanctions and prioritizing giving non-material, so the students do not became materialistic.

4. **Steps to Implement Reward and Punishment**

According to Muliawan (2016), here are the steps to implemented the reward and punishment in learning:

a. The teacher prepares learning materials that will be given to students.

b. The teacher provides an explanation of the learning material to students.

c. In the midst of explaining the material, the teacher inserts practice questions with the learning material being given.

d. Students who actively participate in learning or answer correctly the questions given by the teacher get prizes.

e. Students who are noisy or having trouble learning in class are given the opportunity to answer questions.

f. If the student can answer correctly, he will get a prize. On the other hand, if students are wrong in answering questions and have previously been proven to make noise, they will be punished according to their level of error.

g. The more questions that are given, the more prizes that must be given, and otherwise.

5. **Advantages and Disadvantages of Reward and Punishment**

The reward and punishment method also has advantages and disadvantages. According to Muliawan (2016), explains some of the advantages and disadvantages of this method, including:

Advantages:

a. Encourage students to compete.

b. Students' motivation to learn can grow and develop optimally.

c. A student's learning ability can be evenly distributed among all students. These may be due to the psychological component of competition and the understanding of knowledge among students. Communication established by a peer is generally more easily picked up by other peers of the same class.

d. Emotional bonds between students and teachers can grow and develop optimally. That is the knowledge gap between teachers and students.

e. Easy and fun for both teachers and students.

f. Students who are lazy to learn became motivated to compete with other students. At least, it can reduce students' laziness in learning.

Disadvantages:

a. It costs extra to prepare prizes for active and diligent students.

b. It can be a psychological burden for lazy and weak mentality students. Especially for students who are not confident enough to show their skills.

c. It is intended only for active, intelligent and communicative students compared to regular students.

F. Previous Studies

Lestari (2018) conducted a research on improving students' self-confidence in speaking English by using rewards and punishments. She used pre-experimental by implementing one group pre-test and post-test design. The object she studied was the tenth grade of high school. The use of reward and punishment methods has been shown to be effective in increasing students' confidence in their speaking skills. It is evidence by the t-test score (5.67), which is higher than the t-table (2.120). The questionnaire result (2.65) showed that students responded positively to the reward and punishment method.

Juwita (2019), in her thesis, focused on the effect on students' speaking skills by implementing reward and punishment at tenth-grade Islamic boarding schools. She used quantitative approach by implementing an experimental research design. The researcher found that students' who learned about their speaking ability through reward and punishment method scored an average of 80 points, while students' who learned about their speaking ability in a conventional way scored an average of 63.71 points.

Rusnaini (2020) investigated focused on the effectiveness of reinforcement in motivating students to learn to speak in eighth-grade junior high school. This research used a pre-experimental method. The researcher found that the used of reinforcement can motivate students to learn speaking. Students had an average test for preliminary score of 37.75, and post-test students had an average score of 67.85.

The researcher looked at the differences between each other. The first difference is the object of research. In research conducted by Lestari (2018) and Juwita (2019), the object they chose was high school students. Meanwhile, the object of research conducted by Runaini (2020) was junior high school students. The second difference is

the research method used. In Juwita's thesis (2019), she used a quasi-experimental research method using a control class. Whereas, Lestari (2018) and Rusnaini (2020) used pre-experimental research. The third difference is the research focus. In Lestari's thesis (2018), she focused on improving students' self-confidence in speaking. Then there are differences in Juwita's thesis (2019). She was focused on the effect of reward and punishment on students' speaking skills. The next difference is in the thesis written by Rusnaini (2020). She was focused on reinforcing a strategy to motivate students to learn speaking skills.

Based on previous studies, the first difference is the object of research. The researcher chose junior high school students as the research object. The second difference is the research method. Here, the researcher used a classroom action research method with a quantitative approach. Classroom action research provides a fresh approach to problem-solving and skill development that is superior to previous methods. In this research, the researcher focused on the use of reward and punishment to improve students' speaking skills with limited types of transactional speaking.